AN ASSESSMENT OF THE EFFECTIVENENSS OF FUNCTIONAL ADULT LITERACY
IN THE ACQUISITION OF SKILLS IN KAPYANGA SUB COUNTY- BUGIRI
DISTRICT-UGANDA

BY

JAAKA JOHN CHENDA

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DECLARATION

I *Jaaka John Chenda* declare that this research report titled, *"An Assessment of the Effectiveness of Functional Adult Literacy in the acquisition of Skills"* is my own piece of work, it has not been presented anywhere for any a ward or examination in any other University or College.

Sign ………………………………..   Date …………………………

    JAAKA JOHN CHENDA

    Researcher

APPROVAL

This work is submitted to the Faculty of Education of Kampala International University with my approval as the candidate's University Supervisor.

Sign ....

Date ....

KENT ROBERT KIRYA

Supervisor

DEDICATION

In appreciation of the profound contribution and support towards the success of this report. I dedicate this report to Perenye Jorem for his overwhelming support, patience and co-operation to my struggle.

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LIST OF ACCRONYMS

ABLE	Adult Basic Literacy Education
C.B.O	Community Based Organization
C.D.O	Community Development Office (r)
CVI	Content Validity Index
DVV	German Adult Education Association
E.F.A	Education For All
FABE	Family and Basic Education
FAL	Functional Adult Literacy
LABE	Literacy and Basic Education
MDG	Millennium Development Goals
MFPED	Ministry of Finance ,Planning and Economic Development
MGLSD	Ministry of Gender ,Labour and Social Development
NALSIP	National Adult Literacy Strategic Investment Plan
NGO	Non Government Organization
PAF	Poverty Action Fund
PEAP	Poverty Eradication Action Plan
UBOS	Uganda Bureau of Statistics
UN	United Nations
UNICEF	United Nations International Children's Emergence Fund

ABSTRACT

The Adult literacy program has been in existence in Uganda since 1964, Implemented by various government-regimes and at one time collapsed. In the face of the development and implementation of the Millennium Development Goals, there has been emphasis on the core- development hindrances and on how to abate them in order to improve its global welfare. Among these is to reduce the literacy rate by 2015 through the provision of Universal fee-free education in signatory- countries to these provisions. This also looks at the provision of alternative and/or basic education in order to reduce illiteracy in the world. In pursuit of this goal, government of Uganda re- introduced Functional Adult education in order to facilitate the efforts of the other 'formal' educational strategies. Functional Adult Literacy (FAL) was deemed necessary for none- school going age adults who wanted to become literate in order to enhance their livelihoods and those of their communities. This research was carried out in order to assess the effectiveness of the government Adult Literacy program in Bugiri district and it was a case study of Kapyanga Sub County's. The research mainly took up a qualitative study in data collection and analysis although there were some elements of quantitative research in the presentation of data. Questionnaires and self administered questionnaire were administered to FAL instructors and learners respectively. There were twenty four (24) instructors and one hundred and seventy six (176) learners who participated in this study. The results showed that poverty was the major problem of adult learners in Bugiri district and illiteracy was said to be the cause of this poverty. Besides, the programme was not teaching those skills which were taken as necessary for development and improvement of the general welfare of learners in Bugiri district hence the recommendations made towards the improvement of the program pointed towards the inculcation of socio-economic empowerment into the instruction of knowledge and skills as opposed to the predominantly English language instruction.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Functional Adult Literacy is an approach that provides skills in reading, writing and numeracy integrated with practical knowledge and skills. It is a participatory approach that motivates the learners to continue to search for knowledge and skills that help them to improve on whatever they are engaged in for the betterment of their lives and communities where they live.

Adult literacy program started in Uganda in 1964 as a remedy to the illiteracy problem. However, this program collapsed after 1971 during President Iddi Amin's regime. It was relaunched with the support of UNICEF and German Adult Education Association in 1998. Uganda pilot adult literacy project started in eight Districts in 1992 (Iganga was one of the beneficiaries, yet Bugiri was then part of Iganga District and the others included; Apac, Hoima, Kabarole, Mbarara, Mpigi, Mukono, and Kamuli). Having been evaluated as successful, the Functional Adult Literacy program was in 1995 expanded to cover the whole country. At the national level, Functional Adult Literacy (FAL) program is under the Ministry of Gender, Labour and Social Development (MGLSD) and at District level where it is implemented by the Community Development Office (CDO) which extends to sub county level. (Okech; 2000)

Uganda's long term objectives are contained in its Vision 2025 .Uganda's overall vision according to this document is, *"A prosperous people, a harmonious nation, a beautiful country"*. Within this overall vision, there are partial visions that target specific important sectors .The vision of education is, *"An enlighted well informed and prosperous society"*, which the National Adult Literacy Strategic Investment Plan (NALSIP) slightly paraphrased to, *"A literate, well informed and prosperous society"*

The objectives of FAL are numerous including reduction of literacy levels especially among adults, improve learning capacity, build a culture of lifelong learning, and provide adequate and equitable access and empowerment of marginalized vulnerable groups in society. All these can bring about socio-economic well being of the beneficiaries.

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The FAL approach is preferred because it provides skills in reading, writing and numeracy integrated with practical knowledge, attitude change and skills that will help the non-literate adults to improve on whatever targets they are engaged in for the betterment of their lives and their communities where they live.

The Ministry of Gender, Labour and Social Development started work on the NALSIP in 2002 and projected a gradual expansion of adult literacy activities to cover 50% of the non-literate adult population by June 2007 (ICEIDA 2005:9) .According to the NALSIP, the provision of adult literacy in Uganda still fell far short of the need and demanded for such services in both government and Non Government Organization/Community Based Organizations' efforts only reached 4.3% of the 6.9 million non-literate adults. However ,according to a Social Sector Development Strategic Investment Plan developed by the government in 2005 with a target of achieving a 50% improvement in the levels of adult literacy by 2007 and achieving equitable access to basic and continuous education for women and out of school youths NALSIP was a very ambitious document in the face of the fact that Uganda was at the time estimated to have a non-literate population of almost seven million and expected an annual diminishing rate of illiteracy reduction of 100% in 2002-2003 ; 75% 2003-2004 ; 50% in 2004-2005; 25% in 2005-2006 and 10% in 2006-2007 fiscal years

Although there was marginal improvement in the literacy rate world wide owing to relapse into illiteracy and populations growing rapidly in developing countries, there has been a steady increase in the absolute number of total illiterates .The global campaign for Education action week, April 24-30 2005 highlights that 800 million adults are illiterate when 60 million girls and 45 million boys do not go to school at all; Uganda has the lowest literacy rate in East Africa(Nuwagaba 2005). There was therefore need to know whether FAL learners put what they learnt into practice to make the program more practical in Bugiri District.

1.2 Statement of the Problem

Previous needs and impact assessment studies carried out in the Islandic sub counties of Mukono district and Karamoja Districts (Moroto and Kotido) in 2005 respectively showed a generally low utilization of skills acquired from attendance of the Adult literacy classes. This might have been due to low intake of knowledge which could enhance skills development and practice (Okech 2000). Apart from the acquisition of reading, writing and numeracy skills, the FAL approach used by government emphasizes the broader functional aspects of literacy and is designed to enable people to acquire practical knowledge and skills and the proper attitudes to use acquired skills to improve their living conditions, Despite these skills and attitudes seemed not to be prevailing as expected particularly in Kapyanga sub county.

Okech and Majanja (2004) stated that in most FAL classes, the learning needs of participants seemed not to be well identified, which left a lot to be desired in the program. Since the onset of the FAL program was nationally implemented with almost uniform management and mode of instruction, the specific regional and or community learning needs were not taken into account thus creating a gap in the intended benefit (improvement in the living conditions of the non-literates) and effectiveness of Adult literacy skills acquisition particularly in Uganda It is upon these background that the research attempted to assess the effectiveness of Adult literacy in Bugiri District in Uganda.

1.3   Purpose of the Study

This study intended to assess the effectiveness of the Functional Adult Literacy (FAL.) program in the acquisition of functional skills in Kapyanga sub county of Bugiri District.

1.4 Objectives of the Study

1   To investigate whether learners participation in Functional Adult Literacy
    necessarily translated into acquisition of practical
    knowledge and skills hence functional literacy

2   To inquire and understand the learning needs of Functional Adult
    Literacy learners in Kapyanga sub county of Bugiri District.

3   To investigate whether the nature of Functional Adult Literacy

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instruction met learners' objectives

4   To establish the necessary support required for adult literacy in the
    community.

1.5 Research Questions

1   Do learners' participation in adult literacy necessary translate into acquisition of
    practical skills and knowledge as to guarantee improved functional literacy?
2   What are the learning needs of functional adult learners in
    Kapyanga sub county of Bugiri District?
3   Do functional adult instructions meet the objectives of learners?
4   Do supports to adult literacy by stakeholders affect the
    functionality and effectiveness of adult literacy?

1.6   Scope of the Study

1.6.1   Geographical Scope

The research covered the nine parishes of Kapyanga sub-county, assessed the
effectiveness of FAL in the acquisition of functional skills by FAL learners in Kapyanga
sub-county, trying to establish the way FAL instruction was being functionalized while
following the standardized assessment indicators and learning needs of participants in
Bugiri.

1.6.2   Content Scope

In terms of content, the study sought to establish whether the instruction in the FAL
program was effective in Kapyanga Sub County. It did not concern itself with
establishing hindrances to education in Kapyanga Sub County in general. Therefore
issues related to Universal Primary Education (UPE), Universal Secondary Education
(USE) and Universal Post Primary and Technical education (UPPTE) among others, were
not covered in this study

1.7   Significance of the Study

The findings of this study will be beneficial to policy makers; Ministry of Gender,
Labour and Social Development and Community Development Officer who can use the

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findings to identify areas of intervention in the FAL program in Bugiri District. The results for example can be used in the redesigning of Training primers and study needs of instructors who are charged with the duty of dispensing skills and knowledge to learners in Bugiri District and specifically in Kapyanga Sub County.

The findings of this study will provide relevant information to non-government agencies, which are involved in the implementation of Adult Education in Bugiri District. This will help them map out other zones which have undirected and poor implementation of the Adult Education Programs. These among others include the Bugiri District Adult Education Association, Literacy and Basic education (LABE.) and Family and Basic Education (FABE.)

The findings will also provide up to date literature to academicians (who are interested in exploring the field of adult literacy) in the Library of Kampala International University. This can help them understand the subject better so that they can identify specific matters that need research and development.

1.8   Definition of key terms

'**Adult Education**' in this study is used to mean the instruction of knowledge and skills to specified learners for specific or general usage. In this case, the learners are the adults who have or have not attended any formal training in the field of their present study or even had any formal education at all. Adult Education includes but is not limited to; farmer enhancement training, intermediate technology usage-training, adult literacy and national-service training.

'**Adult Literacy**' is used to mean the ability of an adult to read, write and carry out basic numeracy with usage of the knowledge and skills acquired from attending Adult literacy classes and training respectively.

'**Facilitators**' are adult literacy instructors who are not attached to the government FAL program but rather work with other adult literacy and education collaborative agencies such as the German Adult Education Association

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'FAL Instructors/ Instructors' in this study are used to mean adult literacy teachers who work with the government funded and monitored Functional Adult Literacy (FAL) Program.

'FAL learners' Are participants who attend the government funded and monitored FAL program

'FAL Program' is a government funded and monitored program which is aimed at reducing the illiteracy gaps by equipping the non-literates with basic reading, writing, and numeracy skills coupled with the right attitude to develop and use such skills.

'Functional' in this study is used to mean a state of working or having productive objectives of a program. It is also used to mean, the having of essence of the adult literary program in order to improve the FAL learners and graduates standards of living and those of their communities.

'Functional Adult Literacy (FAL)' This is a government-of-Uganda adult literacy program which was designed in order to make adult learners appreciate usage of skills like; reading, writing and numeracy with an inculcation of these (reading, writing and numeracy) with the right attitudes in order to enhance their living standards and those of their communities so as to have holistic national development. However, reservations are made on using the word Functional because this is a government program and was called 'Functional' even before its implementation hence Functional Adult Literacy (FAL) and FAL program are used interchangeably in this study.

'Functional Literacy' in this study is used to mean the ability of learners and graduates of Adult Education to use the knowledge and skills of reading, writing and numeracy in their mundane lives.

'Functionality' is seen in how various activities that are aided by the knowledge of reading, writing and numeracy are inculcated in general knowledge and practice.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual framework

This research exercise was conceptualized along the argument that if there is adequate support to literacy in communities that is backed up be learners participation in the learning process geared to wards meeting their learning needs and operating in a learning environment characterized by good relevant instruction, this translate into an effective adult education system this can be explained diagrammatically as shown in the conceptual diagram.

Conceptual Diagram

IV   DV

```
┌──────────────────┐
│ Support to       │
│ Literacy in the  │─────────┐
│ Community        │         │
└──────────────────┘         │
                             │        ╭───────────────╮
┌──────────────────┐         │       ╱                 ╲
│ Nature of Adult  │         │      │ Effectiveness     │
│ Instruction      │─────────┼─────▶│ Of functional     │
└──────────────────┘         │      │ adult Literacy    │
                             │       ╲                 ╱
┌──────────────────┐         │        ╰───────────────╯
│ Learners         │         │
│ Participation in │─────────┤
│ the Learning     │         │
│ Process          │         │
└──────────────────┘         │
                             │
┌──────────────────┐         │
│ Learner's needs  │         │
│ for learning     │─────────┘
└──────────────────┘
```
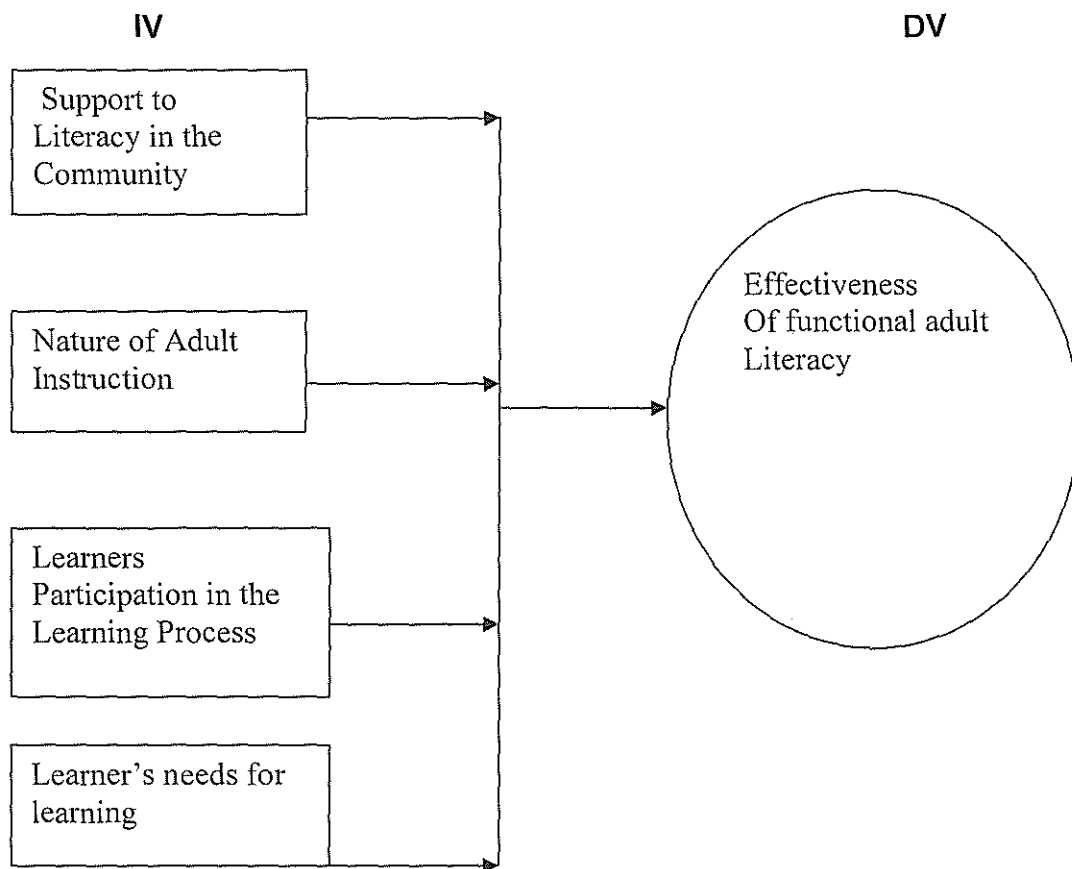
Source; Research made

Where; **IV** Independent Variable

      DV Dependent Variable

2.2.I   Adult Literacy

According to Verna (2005) World Bank publication-Uganda, reported that current literacy rates stand at 69% which represents a 1% increase in illiteracy from the previous (2004) report by the same institution that put literacy at 70%. Literacy has been defined and understood in various ways, below are some of the definitions of literacy.

UBOS (2006) defines literacy as the ability to write meaningfully and read with understanding in any language. The NALSIP recommends that although the term literacy may cover a wide range of meanings, there is need for a common denominator as to which person may or may not be labeled as literate .The definitions of literacy all relate in some way, at the core to an individuals ability to understand written text and to communicate through writing.

Using the United Nations Education, Social and Cultural Organization (UNESCO) defines literacy as "a *person who is functionally literate when she or he can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own every day life.*" And that as and the *community's development respectively*" .However, UBOS (2006), defines adult literacy as " *A proportion of the population above 10 years who can read and write with understanding, expressed as a percentage of the total population above 10 years.*

The common denominators of skills which are involved include; reading, writing and numeracy. These skills are said to be of special importance due to their responsiveness to a wide variety of situations that can make them 'basic' in a sense that they are a base upon which diverse activities and learning can build. (NALSIP: 2002) Literacy is a key learning tool for knowledge, skills, values and attitudes required by human beings to develop their capacities and participate fully in development.

Torres (1998) defines an illiterate as one who can neither read nor write. To Torres however, the problem is substantially more complex, much remains to be analyzed and discussed about the definitions of literacy and illiteracy and she discusses it as follows;

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those counted as illiterates are those who consider themselves as that .On a new world level, functional illiteracy would seem to be of even greater magnitude than absolute illiteracy. The illiterate person becomes the object of shame and guilt for being illiterate, not the society which permits and repeats this form of social injustice.

Government put in place the FAL program to reduce on functional illiteracy .The FAL approach was preferred because it provides skills in reading, writing and numeracy integrated with practical knowledge, attitude change and skills that would help them (non-literates) to improve on whatever targets that they are engaged in for the betterment of their lives and their communities where they live .The program targets youths and adults of 15 years and above who missed or dropped out of formal education especially the vulnerable for example; women, people with disabilities and hard to read (fishier folks and pastoralists). FAL is guided by National objectives that emphasize poverty eradication. In order to establish the learners achievements as far as literacy and functionality are concerned, there is need to put in place a system of finding out the learners' performance on a continuous basis through continuous assessment with special emphasis on girls and women. (Okech and Majanja; 2004)

Despite this remarkable improvement, Uganda is still suffering from high levels of illiteracy and infant mortality, high maternal and morbidity rates, poor nutritional levels, poor sanitation and hygiene and rampant poverty. Government has put in place credit schemes to help some people address poverty situation but accessing the credit and managing it necessitates that the borrower has numeracy skills

Although the FAL program has been and is still in progress country wide, the following problems seem to prevail as highlighted by Carr-Hill et.al (2005)

(i)   Instructors had relatively little schooling and received only minimal training. When this was added to their complaints about the lack of incentives, the possibility that the program would collapse in some areas was to be taken seriously.

(ii)   The monitoring and supervision situation was dismal in most places, especially in the government programs .In many cases, this could be explained by lack of

resources. However, the lack of a properly worked-out system and insufficient interest in the programs by some of the Districts and local authorities does not help.

2.2.2 Functional Literacy

Literacy specialists often insist that literacy must be 'functional' what does this mean? It is easy to give examples of what is not functional. For instance, water - catchment project which used voluntary female labour plus paid masons held a literacy class under a tree. The women learned to write a few words related to the project (such as water, well, dam) in their own mother – tongue. But, because the classes were not taken seriously enough to be held regularly, there was no evidence of learning to read sentences, even after a year of classes. And the women were in no better position to contribute to the catchments program just by learning to read and write a few words. Moreover, their particular mother – tongue is not often seen in written forms. The written words they would have seen in their daily lives such as advertisements, or government notices, were likely to be in the local lingua franca (in this case Swahili) or in English (the language of the elite, of formal business enterprise, and the major newspapers). So what seemed a clear and simple decision to promote 'functional' literacy turned out to have complex implications which had not been considered in advance. The literacy component of this water program seemed unlikely to be very useful, either in improving the practical project or in advancing the learner's reading and writing skills, unless of course, there were fundamental changes in perceptions and organization. So what steps can be taken, both to make literacy functional and to make some contribution to other aspects of development? (Fordham, P: 1995)

The question of whether or not literacy is functional depends on the context; that is, it has to be re- defined all the time and in every place. In the example given in the previous paragraph, it could be argued that project management, as well as providing cheap labour; and if the language used was one in which they could read information useful to the project. (This is the highly political question of language choice) Sharing the management of the project would have to be built in at the project – planning stage, as part of a policy to increase community, self- management capabilities (sometimes called 'capacity building'). A different choice of language might also increase individual

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motivation to learn (because it would be more useful) and therefore increase the general level of understanding and willingness to change ways of life. Both would make a significant difference to the lives of the women, and the income they could earn. In any context, there is a complex interaction both between different aspects of development (such as water, health, agricultural development, education) and between development and literacy; the latter is never a simple technology and cannot be planned as if it were. (Fordham; 1995).

In the 1960's, it sometimes seemed enough to say that farmers in an agricultural development project would need to read the instructions on the fertilizer bags; but this ignored what the farmers themselves wanted, and was one of the reasons for widespread failures in the EWLP, contemporary ideas of development assumed that more and better education (as determined by educational and development planners) would lead directly to economic growth and so, less directly, to increased human welfare. For some lucky individuals, in the right place at the right time, it worked; for the majority, it did not. (Fordham; 1995)

In the 1970s, literacy in development sometimes became more overtly political and aimed at the total transformation ('liberation') of whole societies. The writings of the Brazilian educator and philosopher, Paulo Freire, were used to widen the idea of what was functional, to include political, social, and cultural purposes as well as economic ones. The relative success of mass literacy campaigns in post – revolutionary societies (such as Nicaragua) led some enthusiasts to recommend such campaigns as appropriate for all developing countries. But this enthusiasm tended to obscure the fact that, as we have already noted, the purposes of the successful mass campaigns were, first, to help ensure the rapid growth of new command economies, planned and operated by the new political states; and second, to ensure a new and centralized political unity after revolutionary change. The purposes of the later 1990's and therefore our ideas of functionality and appropriate methods, are likely to be different. We are now more concerned with local literacy's and languages than with centralized national agendas. And we talk less of 'liberation' in the global sense, although the word is still used in some circumstances, especially where women are concerned.

So international ideas about what is functional have changed with what is seen as appropriate for 'development'. As early as 1974, the World Bank noted that the 'human capital' approach to development had been changed, and that the term now embraced questions of employment (or lack of it), environment, social equality, and participation. A UNESCO monograph in 1992 goes further and argues that, making literacy functional implies placing people at the centre of their environment and giving them the means to take an active part in community life. It is also argued that development must be 'sustainable' which means two things: that local communities must acquire the capacity to carry on and develop themselves when outside agencies have left, and that development should not have a negative impact on local environments. Key words for development workers in the late twentieth century are thus: employment, environment, social equality and sustainability. These suggest some general guidelines, which might help in determining what functions or skills are appropriate objectives for literacy in any particular projects. (Fordham, P: 1995).

2.2.3   Supporting Literacy in the Community

A literacy support service aims to help people to use their literacy skills in their every day lives. Finding a way to realize these aims may not be easy. Such a support system will be more difficult to organize and to implement than an initial literacy programme. There are few existing models from which to learn. The long – term needs of individuals and groups will be more varied and more complex, and even further dependent on local circumstances. Groups may have fewer long-term aims in common, as their literacy practices begin to diverge. An idea which works well in one place may not work in another. Without gathering people in a formal class, it may be more difficult to reach them and work with them in response to their emerging needs. Planners and development workers should continue to work closely with local groups and organizations, and to discuss with them the structures and facilities on which such a service might be built (Fordham,2000)

Many literacy workers agree that there is a clear need for experimental action research to find out what kind of support services would work best in different circumstances. The

examples which follow are designed to give some indication of ideas and methods which planners and development workers could adapt for their own experiments.

In Kerala Town of India in the 1940's and 1950's, an independent professional association set up and developed the Kerala Library Movement, with the aim of making reading material available to people who had nothing to read. It is generally believed that this one was one of the main reasons why Kerala achieved relatively high literacy rates, among men and women, compared with other Indian states. In more recent years, a state - run library service has taken over this initiative, and it has continued to grow.

In Tanzania, however, attempts to set up village libraries and to create a library service to promote reading were much less successful. There were not enough resources to produce or maintain a sufficient stock of reading material; library staff was not adequately trained; and the management of such complex service was not established on a sound basis. In view of the difficult economic circumstances at that time, and the poor provision of basic infrastructure, it might have been more effective to run a scheme on a smaller scale (Fordham,P:2000)

In Uganda, The British agency Action Aid is making available old newspapers as reading material, in order to help sustain literacy. Rather than produce new books for new readers, they collect discarded newspapers in urban areas, and offer them to people who have no reading material. Newspapers use a number of different type faces and type sizes. They contain pictures of local and national politicians whom readers may recognize. They have headlines, which can be read relatively easily, and features to be read at greater length. There are few newspapers in minority languages, but to people who are becoming literate in a national language, newspapers are cheap and effective resource. (Fordham, 2000)

In the UK, there have been two examples of organizations that worked to support the development of literacy, without becoming directly involved in providing either literacy classes or on- going training. The first operating in England and Wales is the Adult Literacy and Basic skills Unit. Its function is to produce learning materials, to provide

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training to encourage small projects and initiatives which investigate local needs, and to publish a regular newsletter for literacy workers and new readers. ALBSU aims to keep interest and morale high by enabling people working in small and often isolated communities to keep in touch with each other and with new ideas. It encourages organizations which provide literacy services to experiment with new ways of working. It invites bids from these organizations for financial and supervisory support, and responds to those which seem to be viable. Many of these bids are concerned with helping people to continue with their literacy, or progress on from basic literacy into other forms of continuing education. ALBSU offers advice to the providers over a limited period of time (generally two or three years), while the new initiative is being established. (Fordham, :2000)

The second example is REPLAN , which provided support services for those working with un employed adults during the late 1980's.REPLAN was designed to respond to changing social, economic and political circumstances and did not prescribe any one way of working. It was concerned not only with promoting basic literacy and numeracy, but with providing education and information about education to people who needed to find paid work. The aim was to improve the life choices of individuals. Like ALBSU, REPLAN supported a number of different kinds of projects that worked towards these aims. Like ALBSU , it did not offer any direct literacy provision itself, but focused on sharing ideas, resources and materials and publicizing local projects. However, REPLAN had little or no direct funding for local initiatives. A large part of its work consisted of research into local needs and into existing provision that could be made more widely available. REPLAN workers made links between unemployed people and providers (and potential providers) of education, to try to bring the two groups together in a more efficient way. They encouraged organizations which offered education and training to consider new ways of doing it which might meet the requirements of those who needed it most. In some cases, these organizations set up pilot projects; in others they adapted existing classes. The theory was that local organizations could learn best by looking at what had been tried out in other areas, and adapting some of these ideas to fit their own circumstances. The staff encouraged organizations to contact each other, to find out what had contributed to the success or failure of an initiative.

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Both ALBSU and REPLAN aimed to keep literacy workers in touch with each other, by setting up local and national networks. (Torres, R.M: 1998)

In Nepal, research was carried out in connection with the planning of a community literacy programme. Individuals and groups living and working in a remote hill village were questioned about the type of on-going literacy support they felt best meet their needs. Many literacy workers agree that there is a clear need for experimental action research to find out what kind of support services would work best in different circumstances. The examples which follow are designed to give some indication of ideas and methods which planners and development workers could adapt for their own experiments.

2.3 Nature of Adult instruction

The hours of contact between the instructors and the learners during a learning session has a direct bearing on the impact on the FAL program. The draft report of the Bugiri District FAL needs assessment and baseline survey 2008 states that over 80% of the learning centres meet at least twice a week, over 50% of the centres meet for more than two hours but less than three. Most of the learners and instructors were of a view that nine months are insufficient for learners to master the sufficient skills in reading, writing and numeracy to function confidently in livelihood tasks associated with fishing, small scale agriculture or savings and credit.

Inadequate instructional materials hinder the normal operation of the normal program. The policy brief on literacy in development Ministry of gender, Labour and social development (2007) observes that FAL programs provide black boards and most learning centres have one although some do not and in some centres the black boards are worn out. The policy brief continues to note that the program provides also primers and instructors' guides but the primers are also inadequate thus in some cases, one is shared by as many as twenty learners. (MoGLSD; 2007)

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2.3.1 Techniques of Adult learning

For FAL to be effective, appropriate techniques and methodologies must be used. The functional Adult Literacy training manual of the ministry of gender, Labour and social development (1996) states that a lecture method is less time consuming, covers a large audience is it is good for introducing a new subject. The training manual (1996) gives another method of group discussion which viewed to be participatory, makes learning interesting, helps in idea generation and promotes interaction. The case study method as given by the training manual (1996) is praised for its ability to stimulate more examples and guiding in a discussion.

Demonstration method is said to be very practical, appeals to all senses of the person, brings participants nearer to the reality and is more rewarding (Training manual 1996). The manual further notes that the use of role play makes learning very practical, creates awareness and stimulates the learners. It has also been argued by the training manual (1996) that the study visits stimulate learning, brings out challenges, is very practical and yet it breaks the monotony of the class room.

Simulation, which is used when the participants are due for practice is said to be more practical, help in identification of strengths and weaknesses and thereby aids to correct weaknesses.

2.4 Learners participation

The level of participation of learners in the learning process has a major contribution to the degree with which the program objectives of FAL can be met. The quality of instruction and availability of instructional materials has a direct influence on learners motivation to participate in the learning process. The draft report of the Bugiri District, functional adult literacy program (FALP) - needs assessment and the baseline survey (2008) states that literacy learners noted in detail poor quality of instruction and lack of appropriate instructional and learning materials as their most serious barrier to sustained participation.

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The learners' do not view the education received as being very beneficial to them as it does not have the capacity to help them access gainful employment in the formal sector. Indeed, the policy brief on literacy in development by the ministry of gender, labour and social development (2007), reported that although learners were awarded proficiency certificates that followed proficiency tests, they were always disappointed that no one seems to recognize them for employment.

The above dissatisfaction with no doubt limited the level of learners' participation in functional adult literacy classes. The need for learner's participation was further supported by the training of trainers' manual of the ministry of gender, labour and social development (2005) which states that adults are interested in participation of development of the learning content and during learning sessions.

2.4.1   Assessment of Functionality

According to Carr-Hill et.al (2005), Adult Education graduates(herein referred to as graduates) perform considerably better than illiterates in the same communities in respect of their functional knowledge, attitudes and practices .However, and the mean scores for practice are generally —relatively low compared to those of knowledge and attitudes. The problem may simply be that participants cannot put their newly found knowledge into practice, perhaps because of peer pressure, and more simply because of their lack of resources.

2.4.2   Considerations Used In Assessment

A number of principles are used to guide the assessment of the Functional Adult Literacy Program. The Ministry of Gender, Labour and Social development guidelines (2004) provides the different considerations to be used during an assessment exercise as follows

Learner- based considerations: Continuous assessment for grading and certification must be acceptable to the learners, it must not be threatening or humiliating to the learners and the methods used must involve the learners as much as possible.

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Facilitator/Instructor-based considerations: It is important that the instructors have knowledge of what they are assessing, have skills of continuous assessment, have time and commitment to carry out the assessment and be honest in the grading of learners.

Program-based considerations: Program assessment should be in harmony with the values of the programme. it should facilitate learning and provide feed-back for the improvement in performance, adequate logistical support for evaluation should be provided and it should have checks and balances for ensuring that the assessment is valid.Quality considerations: Under the considerations of quality, the guidelines of the ministry of gender, Labour and Social development (2004) notes that, continuous assessment must be valid, efficient and effective and reliable

2.4.3   Standardized assessment of Functionality in Uganda

The Ministry of Gender, Labour and Social Development (MGLSD) uses certain standards of competencies to assess the 'functionality' of FAL. These include; ability to read and interpret sign posts, notices and labels, ability to read newspapers and other publications, ability to write letters, ability to write applications and fill up forms such as money order, loan or bank forms, ability to write a will, agreement and or contracts, ability to keep account of daily incomes, expenditures and savings, ability to make entries in diaries, ability to follow and act upon instructions given on materials for day to day use, ability to interpret written instructions and prescriptions, evidence of use of acquired knowledge and skills to improve their quality of life in areas such as nutrition, maternal and childcare, sanitation and hygiene, family health, agricultural production and environmental conservation practices, ability to apply the knowledge in literacy such as use of family planning methods, evidence of behavioral change and communication on HIV/AIDS, ability to exercise their civic rights and responsibilities for example voting and policing and ability to initiate and keep proper records of their business. (MoGLSD: 2004)

It is on the standardized assessment of functionality that any one in a similar pursuit of assessment can understand how best the program is put into good use hence this study also will adopt some of these competencies in its assessment of functionality of FAL in Kapyanga sub-county.

CHAPTER THREE
RESAERCH METHODOLOGY
3.1.   Research Design
The research was a descriptive one that sought to describe the behavior of adult learners after intervention aimed at increasing their literacy by way of imparting skills to then in semi-formal classes.

3.2   Sampling Procedure
Purposive and systematic sampling was followed. Samples of instructors who participated in this study were selected using the systematic sampling method. Their names (Instructors) were got from the office of the Community Development at the sub-county; a sampling frame for the instructors was made before the actual selection of the samples. However, the selection of the first instructor was randomly made in order to avoid any form of bias.

On the other hand, FAL learners were selected using a purposeful method. All the instructors provided the researcher with learners' registers, which were used as the sampling frame for learners. In the two sample selections, the researcher first divided the sampling frames according to sex (Males and females). This was done in order to minimize any form of gender and sexual-based biases.

3.3   Sample
The respondents were from Kapyanga sub county of Bugiri District. Bugiri is located in the Southeastern part of Uganda bordering both Kenya and Tanzania. It also borders the Districts of Tororo to the northeast, Busia to the east, Iganga to the northwest, Mayuge in the southwest and Namutumba to the North-north east.

Bugiri has a total population of 426,527 people comprising of 205,040 males and 221,487 females and Kapyanga sub county has a population of 44,886 people. (UBOS-population and housing census: 2002). There are sixty (60) FAL instructors and six hundred and seventy seven (677) registered FAL learners in Kapyanga Sub County.

The area is predominantly occupied by Basoga with a few Itesots, Samias and Jopadholas, Kapyanga Sub County has been purposively selected because it is the largest peri-urban sub county of Bugiri District expected to be vigilant in the FAL program and program is under implementation. Besides, there are non-government agencies involved in adult literacy in this sub county..

A purposive sampling method was used to select FAL learners. The FAL learners were selected because they were the ones that the research targeted, besides they were in the know of the nature of their instruction, benefits of the program and challenges that they face. Besides, the Learners' instructors also participated in this study. This is because they were knowledgeable about the progress of the FAL program in the District, had basic training in adult instruction prior to carrying out Adult Education and they live in same communities with the learners and understood what learners go through.

Out of the sixty (60) instructors in the sub county and six hundred and seventy seven (677) FAL learners, a total of twenty four (24) instructors which represented 40% of the instructors and one hundred and seventy six (176) learners which represented 26% of the learners (four being selected from each village-FAL class) were selected respectively. This is presented in the table below.

Table 3.1: Samples selected and the Sampling Methods

Category	Total	Percentage	Sampling method
Learners	176	88	Simple random method
Instructors	24	12	Purposive sampling
TOTAL	**200**	**100**	

3.4 Research Instruments

Since both qualitative and quantitative data were collected, the following instruments were used. Questionnaires were administered to instructors. They were semi-structured in nature and collected data sought in the study objectives. Questionnaires were chosen for the instructors because they could read with comprehension and respond through writing

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in English.

In-depth taped interview schedules were administered and targeted FAL learners and mainly collected qualitative data although it was also used to collect some quantitative data and they were semi-structured in nature. This was used to collect data from FAL learners because they could hardly express themselves in writing in any language and were also used to collect additional data from the respondents which data was rendered useful to the research.

Finally, an observation guide was attached to the interview schedule and was used along side the interview schedule to capture those practical skills being used by the learners and also those that were not being put in use

3.5 Research Procedure
The researcher got an introductory letter from the school of Education after handing in his research proposal, which he presented to the relevant authorities. Instructors were identified from the chart in the office of the sub county community development office .A sampling frame was made from the FAL learners registers and instructors were consulted for the physical identification of the selected samples of four learners (4) per village class.

The researcher administered questionnaires were mainly conducted at homes of respondents and interview sessions lasted for about one (1) hour and the researcher also hired the services of three (3) research assistants of whom two had Bachelor of Arts degree in Social Sciences (sociology) and one had a Bachelors of Adult and Community Education and had experience in interview administration.

3.6 Data Analysis
Qualitative data was analyzed continuously using code categories like photographs taken from the respondents' activities and visible skills, statements said and recorded as additional notes and responses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF FINDINGS

4.1   Background characteristics of respondents

In this study, each respondent was represented by a percentage of 0.5% and among the selected 200 respondents, 69 (34.5%) were male while 131 (65.5%) were female. In the study still, 176 (88%) were FAL learners and 24(12%) were instructors. There were ten female and fourteen male instructors respectively. All the respondents were 15 years and above as seen in the table below

Table 4.1: Age brackets of respondents (Percentages)

Age Bracket	Instructors'	Learners'	Total
16-25 years	0.0	12	12
26-35 years	3.5	61.5	65
36 & above years	8.5	14.5	23
TOTAL	12	88	100

SOURCE: Field data (2009)

From table 4.1 above, most FAL learners fall in the age bracket of 26-35 years. This shows the receptability of the program by the people whom the program was designed for although it leaves out majority youth who could as well be potential program beneficiaries. However, the low enrollment of youth (15-25 years mainly) to the program could be attributed to the Universal Primary Education (UPE) and Universal Secondary Education (USE) program which has enabled most youth to attain basic Education.

80 % of the respondents were married and majority of them had at least attended the formal Education system to primary level .This is as presented in the next table.

TABLE 4.2: Educational level of respondents (percentage)

Level of Education	Instructors	Learners	Total
None at all	0.0	16.5	16.5
P.1 – P.4	0.0	47.5	47.5
P.5 – P.7	3.5	21.5	25
Post Primary	8.5	2.5	11
TOTAL	12	88	100

SOURCE: Field data (2009)

From table 4.2 above, 70.8% of the instructors who had responded to the study had attained a level of Education above primary while 81.2 % of the total respondents who were learners had at least been exposed to the formal education system while only 18.8% of the FAL learners who responded to the study had not been to school. This implies that the primary target beneficiaries (illiterates) were being lost and instead other people who did not necessarily constitute the core target groups were much more benefiting from the program .This was brought about by them (illiterates) not realizing the practical benefits of the program .In addition, 81.2 % of the learners sampled had been to school and were using the Adult Education program to improve on their skills and knowledge which in itself discouraged those who had never been to school at all.

All FAL learners and indeed as confirmed by observation and their instructors, engage in agriculture of crop production nature and considered their yields to be good although their instructors considered their yields as not being good enough for example , an instructor had this to say about his learners' yields .

"They are not so good because they use poor seeds and also as per our culture ,we are not to oppose what God has given us but rather appreciate it as being good so that is what you expect from them"

The above indicates that the learners were not willing to have agricultural innovations and change their production attitudes that could enhance the quality and quantity of their produce.

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When asked about their most serious problems, the learners and instructors presented poverty as the most serious problem with them and their learners' lives respectively .This is as shown in the table.

TABLE 4.3: Most Serious Problems faced by Learners (Percentages)

Problem Stated	Instructors'	Learners'	Total
Poverty	6	40	46
Illiteracy	3	27	30
Diseases e.g. Malaria	3	17	20
Nothing	0	4	4
TOTAL	**12**	**88**	**100**

SOURCE: Field data (2009)

From table 4.3 above, poverty was mentioned as the most serious problem in the lives of learners .This was followed by illiteracy and diseases like malaria, hypertension and diarrhea and eight respondents (4%) said that they actually did not have any serious problems in their lives but rather minor ones like land conflicts and sickness (little did they know that these as well constituted major social and individual problems). On asking what they had done to alleviate their problems, the researcher found out that the majority of the respondents had done nothing about their situations .This is as presented in the table below.

Table 4.4: Solutions given for the Most Serious Problems (Percentages)

Solution	Instructors'	Learners'	Total
Nothing	0	35	35
Go for treatment	3	25	28
Attend FAL class	3	20	23
Pray	0	3	3
Get Loans	6	5	11
TOTAL	12	88	100

SOURCE: Field data (2009)

From the table 4.4 above, most learners (35 %) had done nothing to solve their most serious problems which represented a pessimistic tendency among them. To them ,this was because it all required capital in order for them to start 'business' ,go for treatment and coordinate other activities geared towards the alleviation of their most serious problems. On the contrally , their instructors presented solutions like acquiring loans although this was only reported by 11 % of the respondents which showed low level of self initiative hence making the program have less relevance to their lives .The combination of the above presentations and findings show a relatively high level of learners' militancy to attitude change.

4.2 Reading, Writing and Basic Numeracy

The reading ,writing and basic numeracy are part of the Adult Education curricula as a way of aiding instruction and usage of taught skills for individual and community development of learners .When learners were asked about their ability to write and read, all those who reported that they knew how read stated that they knew how to write as well. However, although reading, writing and basic numeracy were taught the majority of FAL learners sampled reported that they did not know how to read and write. This is presented in the Table below.

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Table 4.5: Learners' Ability to Read and Write

Response	No. Of Learners	% Learners
Able	69	39%
Not able	107	61%
Total	176	100%

Source: Field data (2009)

The respondents who knew how to read and write their names, alphabet, numbers and vowels, alphabets, names of places notes respectively and they said that they learnt that from schools and at home but not from the FAL class. Those who did not know how to read and write gave varying reasons for not being in position to do so but the most given reasons were. Having not gone to school, poor sight and not yet being taught in the FAL class for example, one respondent had this to say about her inability to read. *"My eyes can not read because I am old and can not also write what I can not read"*

On observation however, most learners could not read and write in their local languages (Lusoga, Samia, Ateso, and Japadohola) which were the modes of instruction. On the contrary to the observation and the learners' responses, the instructors said that their learners knew how to read and write and to them (instructors), they had taught them how to read and write. However instructors said that their learner could not read and write in the local languages. The instructors' responses show that they have taught reading and writing but it was not sufficient enough for the learners. Besides, learners also knew how to count simple numbers as observed with the aid of the observation guide. This was also confirmed by their ability to interpret medical prescriptions for example, they could tell the number of tabulates they were to swallow at specified times although they did not know accompanying prescriptions like; swallow after meals, before meals etc (which were hand scribbled in English) hence the major aspects of reading and writing which were to aid the development and practice of skills learnt was missing hence impeding the functionality of the program.

4.3 Knowledge and practice of learnt skills-as observed

From the general observation, there was low utilization of knowledge and skills learnt. Most of the skills that enhance social livelihood were supposed to be taught in the FAL class However, the duration spent in the class and attitude were a great determinant of this knowledge and skills performance. The duration determined the knowledge and skills performance since there would be enough time for guided practice and mastery of such skills.

On health and sanitation (which is one of the key areas of instruction as portrayed in the (FAL primers and assessment criteria), there were generally poor infrastructures for example latrines were uncovered, filled with flies and in bushy areas that could provide a breeding area for snakes and other disease vectors .The latrines did not also have water and soap for washing hands and those that had water did not have soap yet the water was placed on the ground uncovered as seen in the photograph below.

PHOTOGRAPH 1: Poor latrine infrastructure

SOURCE: Field data (2009)

From the photograph 1 above, the arrow shows the position of the water container, with a broken latrine wall portraying the fly-infested interior with an uncovered pit. This was common in most learners homes visited. There were also poorly constructed stencils stands yet water containers were left open amidst the flies in the area around and besides, some learners shared rooms with pigs, poultry and goats. All these according to the

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researcher increased the prevalence and incidence of diseases (which was mentioned as one of the biggest problems) among FAL learners.

Concerning environmental conservation among FAL learners sampled, a minority had recently planted trees and vegetation around their compounds and the near by gardens. On the contrally, most instructors had many trees in their compounds. Besides, it was common to see used up polythene papers (*buveera*) and other plastic materials littered around the compounds and nearby gardens of learners (which ultimately lead to soil and environmental deterioration) this showed that there was little concern about environmental matters by the FAL learners.

Photograph 2: An instructor pauses for a photograph in his compound

SOURCE: Field data (2009)

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From the above photograph, the researcher portrays the inability of the learners to learn by example hence if there was true functionality learners could best learn from their instructors.

FAL learners who responded to the study did not practice family planning. As observed, learners did not use of any of the modern family planning methods however, this did not rule out the usage of traditional birth control methods like breast feeding, observation of "safe days" among others hence the practice they denied was perhaps on the modern birth control methods.

On HIV/AIDS and knowledge of behavioral change and communication, 58% of FAL learners who responded said that they did not know anything about HIV/AIDS contrary to what their instructors claimed to have taught. However, on answering the precedent questions, the researcher realized that they knew hardly anything about HIV/AIDS for example the preventive mechanisms .Nevertheless, the researcher could not ascertain the practice of such preventive mechanisms and the observation was that learners could not differentiate between AIDS preventive and relief mechanisms like condom use, ART, post-test clubs and social support attached, VCT, herbal relief medications respectively.

On civic rights and responsibilities, 83% of FAL learners who responded to the study had voter's cards and said that they knew the voting process and its advantages. However, the issue of 'something-for-something' voting was frequently raised since they reported that their leaders were beneficiaries of their votes hence they had to pay for example, one respondent in Kagali village had this to say.
"I only give out my vote to the one who gives me more money or sugar and soap"
The above shows that learners did not know the functional relevance of voting since they had a negative attitude attached to elections and leaders who they said were corrupt and demanded for bribes before anything could be forwarded to council and or parliament.

4.4 Income Generating Activities

Apart from agriculture of crop production nature, most FAL learners did not engage in income generating activities. This was as confessed and proved by FAL learners and instructors. This is as presented in the table 4.6.

Table 4.6: Engagement in income generating activities

Response	Instructors	Learners	Total
Yes	3.5%	40%	43.5%
No	8.5%	48%	56.5%
Total	12%	88%	100%

SOURCE: Field data (2009)

From table 4.6 above, 56.5% of the respondents said that they did not engage in income generating activities and the reasons given were related to the problems mentioned in section two of this chapter. For example, one learner had this to say, *"What can a poor woman like me do in such a situation? I am very poor that I can not even afford two meals in a day!?*

The above statement showed that the learners did not make good use of their environment to start up income generating activities for example, there were a lot of paw paws rotting on trees in their compounds yet they could be harvested and taken to the market to be sold off. However, 43.5% of the responses showed presence of income generating activities. These ranged from free-range poultry, weaving, simple retail businesses for example selling vegetables by the road side and brick making just like the one below.

Photograph 3: A learner's brick making project.
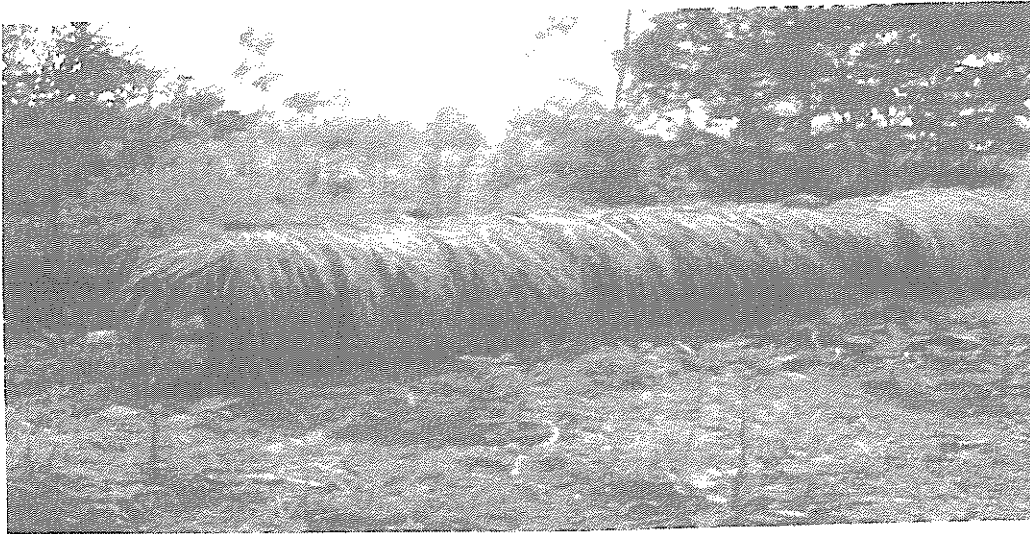
SOURCE: Field data (2009)

From observation, there was a general discrepancy between those who engaged in income generating activities and those who did not engage in them at all because those who engaged in income generating activities had more than one activity. The other observation was that although learners engaged in income generating activities, they did not make records of earnings, expenditure and savings. This to them was because the income earned were too little to be recorded and was consumed which put the income generating activities at risk of collapse hence making the program not being functional since there was lack of saving and if it was there, the change of attitude from the spending culture to a saving one had not been taught and or effected.

CHAPTER FIVE
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

The FAL program in Kapyanga Sub County is less functional since learners are not getting skills to enhance their well being and that of their communities. Besides, they are adamant to change of their traditional practices and attitude s hence leading them to getting knowledge without applicability which they are most likely to forget after 'graduation'. The FAL program is supposed to have people change their attitudes besides the learning of skills and knowledge of reading writing and numeracy, so with the adamancy to change, the functionality aspect is denied existence.

The Learners could not read and write on observation. Those who could read and write were those who had attended formal education before. This left out the true intended beneficiaries of the program which made the illiterates remain in their status quo while those who were semi-literate maintaining the knowledge and skills that they knew. The semi-literate also joined the program (FAL) with the prospects of being employed either by the program or the government for a pay. To their dismay, this was not the case which also discouraged other potential learners.

The FAL program in Kapyanga Sub County is less functional since the farmers who were learners and or graduates of the FAL program were not getting the skills to enhance their wellbeing and that of their communities. These skills were supposed to be taught by extension workers, agricultural officers and FAL instructors who were not implementing and teaching the training respectively.

Learners are also reluctant to change their traditional practices and attitudes creating a situation where they get knowledge which is not practical, which they are likely to lose soon after their 'graduation'. This impeded their social development and wellbeing.

The FAL instructors were not formally trained to handle adult classes with the majority not having gone beyond primary level of education. This was shown in the responses given. With the low or no education and classified education in adult training given to

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instructors, they (instructors) were most likely not to carry on knowledge and skills confidently and rightfully hence making the learners not to get enough skills for holistic development.

The learners were poor and could not afford a basic and descent life and scholastic materials. The poverty discovered here was not relative but rather absolute. With the absolute poverty, the learners resorted to other means of survival such as praying and consulting traditional *divine* mediums which could not offer practical solutions to the problems mentioned.

Related to the above, apart from agriculture, the communities did not have other income generating activities (IGAs), while the expectations of the learners were not being addresses by the adult literacy program.

With traditional practices deeply entrenched in the communities, FAL instructors lacking formal training in adult instruction and therefore ill-prepared to handle their tasks, poverty being rampant in the communities with agriculture forming the basis of their occupation and learners' expectations not being met, the FAL program in Kapyanga sub county has failed to achieve the objectives it was intended to meet in the first place.

5.2 Conclusions

From the study findings, FAL was implemented in Kapyanga Sub County but it left a lot to be desired about its implementation and practicality especially when it comes to skills inculcation to the learners and it is on the basis of this problems identified in the FAL program that these conclusions are premised upon.

Participation in the adult literacy classes of the Functional Adult Literacy Program did not necessarily translate into acquisition of practical and functional skills and knowledge but rather taught the learners basic translation of certain English words and phases into the local languages (Lusoga, luganda, Ateso, Samia and Jopadhola). The existence of the study primers and assessment procedures designed through a thoughtfully written curriculum by the department of Functional Adult Literacy did not necessarily mean that

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they were used but rather the lessons to be taught and learnt by the instructors and learners were the subjective will of the instructor, this is because the instructors were considered to be the heads of the programs in their respective classes besides the equally less trained parish chiefs who monitored these study programs (Functional Adult Literacy). In conclusion therefore, the Functional Adult Literacy program would best be described as an adult Literacy program other than a *'functional'* adult literacy program since the learners were slightly becoming literate but without inculcating the *functionality* aspect in the literacy acquired.

There is low training in skills-based aspects of life which impedes the transmission of practical knowledge holistically. Learners have the necessary knowledge for their transformation into "functionally literate" citizens however, there is lack of good attitudes pertaining the practice of skills in order to enhance the effective employment of knowledge i.e. they (learners)are still ruled by tradition(including the harmful traditional practices) and are reluctant to put the skills into practice .The problem may simply be that participants can not put their newly found knowledge into practice because of peer pressure and more simply because of lack of resources .This therefore implies that participation in FAL in Kapyanga sub county leads to improvement of literacy and not functional literacy.

There exists a low involvement of learners in the curricula (design and implementation). This leads to vague definition and description of learners needs and ultimately leading to disinterest of the learners and the discouragement of the 'absolutely' illiterate (for whom the program is designed) to join. With such a situation, the program is most likely to lose its primary beneficiaries .In addition, the learners basic needs are met by the learners themselves at a fee but there are those learning materials that the learners may not be able to afford as individuals or classes which calls for government intervention yet government is also hesitant to meet these materials because of strict and strained budgetary allocations to the Ministry of Gender, Labour and Social Development

The FAL learners have various learning needs however; the commonly presented ones are those that could not be got within the environs since they required a lot of funds in order to procure. The learners wanted to learn how to saw clothes using sawing machines

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yet they had even learnt measurement of garments. Besides, the learners wanted to learn how to carry out petty trade and modern agriculture; through cultivation of high yielding and highly marketable crops which seemed hard to cultivate such as vanilla and wheat. The learning needs mentioned were related to those required in pedagogy such as manilas, markers, chalk boards and books. In summary therefore, the learners needs can be classified into two i.e. the pedagogical and the income-based such as the books, pens, manilas, classrooms and income generating activities such as simple trade, poultry and animal husbandry and brick making.

Finally, functional literacy is not quite easy to achieve unless there is total inculcation of knowledge and change of attitude towards certain practices the fact that attitude is the ruler of such a change from functional illiteracy to functional literacy not with standing.

5.3 Recommendations

The government needs to redesign the FAL curricula in order to accommodate more of the practical aspects that can lead to development of new skills and their eventual usage. Although the FAL primers accommodate the usage and training of practical skills, the instructors do not have adequate knowledge of how to pass on such information, the learners are as well reluctant to ask for them hence with the introduction of a learner-friendly curricula, there is most likely to be realization of functional literacy as opposed to literacy. This recommendation may not only apply to the central planning authority (government) but also the implementing authority (local governments) hence the needs of District program enhancement plan for effective administration and instruction in order to improve on its (FAL) effectiveness so that the intentions of the program can be achieved. Related to the above ,the functionality of the FAL program entirely depends on the instructor since he or she is in contact with his or her learners hence the need for continued motivation of the instructors through providing them with necessary skills and other benefits (both financial and non- financial) for example salaries ,transport means (bicycles)and a series of classified trainings in the field of Adult Education (practical Adult Education ,Basic Adult Education ,English instruction for adults ,best agricultural and veterinary practices ,vocational skills for adult educators among others).

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Government should design and finance the implementation of a training curriculum for functional adult trainers which emphasizes practical Adult Education, basic Adult Education, English instruction for adult, best agricultural and veterinary practices and vocational skills for adult learners.

Instructors should be availed with the opportunity to attend refresher courses and go on exchange visits in other centres so as to equip them with knowledge and current trends in their field.

Since poverty was mentioned as a big problem, for both the learners and their general community, government should increase incomes of the people by paying them well for their produce. It should also help them to access produce inputs and markets aimed at increasing farmer productivity. The basic infrastructure such as roads should be improved to lessen the cost of transporting farmers' produce to markets. With people's incomes increased, more time is more likely to be devoted to learning.

Government should also help the communities fight against diseases like malaria, which account for reduced productivity, increased poverty and limited attendance of classes by learners trying to treat members of their families and themselves.
Government should help the people with limited access to land and the landless such as women to gain access to land so as to increase their access to incomes and hence reduce poverty.

Training materials that are customized to different local settings should be provided. Collaborative agencies such as donor and other non-government organisations should come in and help supply instructional materials in local languages such as Lusoga, Lusamia, Ateso and Jopadhola.

The District and sub county councils should intensify their sanitation and hygiene campaigns to complement the efforts of FAL instructors so as to reduce the incidence of

common ailments such as diarrhea that deter normal learning and income generation by the communities.

The education curriculum of Functional Adult Literacy should emphasis pertinent current issues of global concern such as HIV/AIDS, global warming and environmental conservation, women empowerment- generally the millennium development goals all of which in an interlocked manner when not addressed lead to low holistic production hence hindering development.

There is need for increased government funding in areas of Adult Education .This can be in form of providing the basic necessary learning materials, provision of incentives to instructors, conducting exams, award of certificates and setting up demonstration centres especially in the areas of commercial and agri-business.

Finally, there in need for the continuous carrying out of studies (Needs and impact assessment studies) in order to map out ways of improving the FAL program in Bugiri in particular and Uganda in general.

The government and other key stakeholders like nongovernmental organizations should help learner communities by establishing public libraries at parish levels. Even the sub county community hall should be stocked with relevant learning materials so as to provide a data bank for FAL instructors and learners. These will help alleviate the problem of lack of instructional materials.

5.4 Recommendations for Further Studies.

In light of the a foregoing study, the researcher suggests that studies should be carried out in the following fields and/or areas. The areas and or fields recommended are those that the researcher deemed necessary as presented and discussed in the study

Research should be conducted to find out about gender and its relations and adult education more so Functional Adult Education. Issues like involvement, performance in relation to class assessment scores and skills practice should be looked at. Besides that

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most literature reviewed and indeed in the findings showed that women utilized the study opportunity (offered by the FAL program) more than men without citing any strong reasons for this but mainly gender based hindrances.

Further research should be carried out on the active involvement and participation of stakeholders in the FAL programme. This will be very useful in establishing the performance of FAL as a strategy for all round development. Since this study only got involved into the functional aspects and their implementation and or utilization. It is necessary to carry out a study in order to establish the impediments to effective implementation of the program at the district and national level.

Further research endeavors should also be done to suggest authentic policies to be put in place to reduce the negative attitudes people have towards after school learning among illiterate adults.

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APPENDIX 1

SELF ADMINISTERED QUESTIONNAIRE FOR FAL LEARNERS

Dear Respondent,

I am ⟨Jᴀᴛᴀᴋᴀ J⟩ a student of Kampala International University .I am carrying out a study on *"An Assessment of the Effectiveness of Functional Adult Literacy in the acquisition of functional Skills in Bugiri"* .The study is in partial fulfillment of the requirements of the award of a Bachelor of Arts with Education. This therefore serves to call for your participation in this study .The information given herein will be handled confidentially

). **O-DATA**   ꓱDE

:cupation...(To be coded after

ta collection)

x   1.Male   2.Female

;e   1.Below 15 years   2. 15-25 years   3.26-35 years   4 36 and above years

arital Status   1. Single   2. Married   3.Divorced   4.Widow(er)

lucational level reached 1.None at all   2. Below P.4   3.P.4-P.7   4.Post primary

:CTION A : GENERAL INFORMATION FROM THE RESPONDENT

·r how long have you attended the FAL class?

‾ess than six months   2.Less than a year   3.A year   4.over a year

) you engage in agriculture?   1. Yes   2. No

ɔ)   ·yes in 7 above), Do you consider your yields to be good? 1.Yes   2.No

lease support your statement)   ....

....

ɛntion any problem which you think is the most serious in your life today

o be coded after data collection)   ....

....

ɔ)   hat have you done to solve the problem mentioned in 8 above?

o be coded after data collection)   ....

....

·e you engaged in any Income Generating Activity (ies)?   1. Yes   2.No

ɔ)   ·yes in 9 above), Name it   ....

41

) ` No in 9 above), Why? ....

....

CTION B: FUNCTIONALITY ASSESSMENT

hy did you join the FAL class? ....

.... (To be coded after data collection)

hat were your expectations of the FAL program? ....

.... (To be coded after data collection)

) you see yourself as benefiting from the FAL program 1.Yes   2.No

(ase give reasons for your answer in 12 above ....

....

in you Write   1.Yes   2. No

(` yes in 13 above), What can you write? ....

....

(` No in 13 above), Why can you not write? ....

....

(` yes in 13 above), Where did you write the writing from? ....

....

.... (To be coded after data collection)

in you read   1.Yes   2. No

(` yes in 13 above), What can you read? ....

(` No in 13 above), Why can you not read? ....

(` yes in 13 above), Where did you write the reading from? ....

....

.... (To be coded after data collection)

) you have an account with the Bank, Micro-finance institution or a saving and credit scheme

ganization?   1.Yes   2.No

(` yes in 15 above), How did you get it? ....

) ....

.... (To be coded after data collection)

(̇yes in 15 above), why did you get it? ....

....

.... (To be coded after data collection)

(̇yes in 15 above), What do you use it for? ....

....(To be coded after data collection)

)

(̇No in 15.), Why have you not got one? ....

....(To be coded after data collection)

ıve you borrowed money from a bank, micro-finance institution or a savings and credit scheme

ʒanization?   1.Yes   2.No

(̇yes in 16 above), What did you go through in borrowing? ....

.... (To be coded after data collection)

hat do you know about HIV/AIDS? ....

....

.... (To be coded after data collection)

:CTION C: LEARNING NEEDS OF LEARNERS

ho determines what you learn in your class?   1.Ourselves   2.The instructor

(b) hat have you not learnt in FAL class and feel it would be necessary to learn?(support your answer)

....

hat learning materials do you use in FAL class and how do you find them?

....

....

hat learning materials did you want to use but could not find? ....

hat have you been taught in the FAL class? ....

(b) ›   you   see   the   lessons   as   being   practical?   1.   Yes   2.Nc

....

....(support your answer)

› you find any problem with the program?   1. Yes   1. No

(b) ̇yes in 22 above), what suggestions do you put forward for the improvement of the program?

43

....

ıuld you be having any question or comment (Please give it, if any) ....

....

....

I thank you for your cooperation and promise to keep your responses as confidential.

OBSERVATION GUIDE FOR FAL LEARNERS

RT A	EALTH AND SANITATION	BSERVATION
1	ATRINE istance ,hygiene .pit ver,flies'control,water for nds e.t.c)	
2	ENCILS tensils stand, hygiene, distance m the latrine e.t.c)	
3	ATER CONTAINERS ygiene ,covers, placements c)	
4	ULTRY AND ANIMAL IELTERS	
5	MILY PLANNING ETHODS USED vidence and used packs and ministration cards)	
6	OSQUITO NETS	

RT B	EADING AND WRITING	BSERVATION
1	RITTEN TEXT WITH IUMB PRINT OR GNATURE	
2	EADING ABILITY me ,eat ,dig ,*ente* e.t.c)	
3	LF-FILLED PPLICATIONS ank applications, Voters' cards	

45

	)	
4	BILITY TO INTERPRETE RITTEN TEXT (lummy is sick, I am going to Market)	
5	BILITY TO FOLLOW EDICAL PRESCRIPTIONS X2,3X4,2X2 e.t.c)	
6	OTE BOOK	

RT C	UTRITION	BSERVATION
1	NOWLEDGE ON DIET	
2	ONSIDERATIONS OF GOOD DIET	

RT D	NVIRONMENTAL ONSERVATION	BSERVATION
12	REE PLANTING	
2	SPOSAL OF POLYTHENE APERS	

RT E	GRICULTURAL PRODUCTION	BSERVATION
1	EDS BEING PROPAGATED (rojected quality and quantity of yields)	
2	ROPS PROPAGATED (rojected quality and quantity of yields)	
3	ULTIVATION TIMING	
4	NIMAL HUSBANDRY (ype ,breed and raring style of animals)	
5	OULTRY AND ALTERNATIVE	

46

GRICULTURE		
ype ,breed and Poultry raring styles)		

RT F	VIC EDUCATION AND PRACTICE	3SERVATION
	OTING AND EVIDENCE OF OTING oter's card e.t.c)	
2	ARTICIPATION IN COMMUNITY ECISION MAKING	
3	ARTICIPATION IN COMMUNITY FETY AND SECURITY	

RT G	NY OTHER	
1		
2		
3		

APPENDIX 3

SELF ADMINISTERED QUESTIONNAIRE FOR FAL INSTRUCTORS

Dear Respondent,

I am **Jaaka John Chenda** .a student of Kampala International University .I am carrying out a study on *"An Assessment of the Effectiveness of Functional Adult Literacy in the acquisition of functional Skills in Bugiri"* .The study is in partial fulfillment of the requirements of the award of a Bachelor of Education This therefore serves to call for your participation in this study .The information given herein will be handled confidentially.

O-DATA   **ⱭDE**

:cupation...(To be coded after ta collection)

x   1.Male   2.Female

ge   1.Below 15 years   2. 15-25 years   3.26-35 years   4 36 and above years

arital Status   1. Single   2. Married   3.Divorced   4.Widow(er)

lucational level reached 1.None at all   2. Below P.4   3.P.4-P.7   4.Post primary

:CTION A : GENERAL INFORMATION FROM THE RESPONDENT

·r how long have you worked with the FAL program?

_ess than six months   2.Less than a year   3.A year   4.over a year

) the learners engage in agriculture?   1. Yes   2. No

ɔ)   ˙yes in 7 above), Do the learners consider their yields to be good? 1.Yes   2.No

lease support your statement) ....

....

ention any problem which you think is the most serious in the learners life today

o be coded after data collection) ....

....

ɔ)   hat have you done to solve the problem mentioned in 8 above?

o be coded after data collection) ....

....

·e the learners engaged in any Income Generating Activity (ies)?   1. Yes   2.No

ɔ)   ˙yes in 9 above), Name them...

48

....

:) ` No in 9 above), Why? ....

....

:CTION B: FUNCTIONALITY ASSESSMENT

hat makes the learners join the FAL program? ....

....

.... (To be coded after data collection)

hat expectations do the learners portray on joining the FAL program? ....

.... (To be coded after data collection)

e those expectations in 11 above met   1.Yes   2.No

(b) ease give reasons for your answer in 12 above............................

....

....

in learners write   1.Yes   2. No

(b) ` yes in 13 above), What can they write? ....

....

(c) ` No in 13 above), Why can they not write? ....

....

(d) `yes in 13 above), Where did they learn the writing from ?.................................

....

.... (To be coded after data collection)

in learners read   1.Yes   2. No

(b) `yes in 13 above), What can they read? ....

(c) `No in 13 above), What can they not read? ....

(d) ` yes in 13 above), Where did they learn the reading from? ....

....

.... (To be coded after data collection)

) you teach entrepreneurship in your classes?   1.Yes   2.No

(b- ` yes in 15 above), How do they put this in practice....................

....

d they learn this during the FAL class lessons?   1.Yes   2.No

CTION C: LEARNING NEEDS OF LEARNERS

ho determines what you teach?   1.Ourselves   2.The instructor

(b)   hat have you not taught in FAL class and feel it would be necessary to teach?(support your answer)

....

hat learning materials do you use in FAL class and how do you find them?......

....

b   hat learning materials did you want to use but could not find? ....

) you have any classified training in adult education? ....

(b)   ˙yes in 19 above), please name them   1. Yes   2.No.........   ....

.......(support your answer)

)uld you be having any question or comment (please give it, if any)

I thank you for your cooperation and promise to keep your responses as confidential.

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